

# SSIS SEL Edition Rating Form – Teacher

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## *Summary of Key Psychometric Evidence*

### **Evidence for the Reliability of SSIS SEL Teacher Rating Form Scores**

***Internal Consistency estimates.*** For each of the five CASEL subdomains, coefficient alphas for males and females ages 5-12 years ranged from 0.77 to 0.97 with a median value of 0.87. For 13-18 year olds, coefficient alphas for males and females ranged from 0.83 to 0.97 with a median value of 0.90. Coefficient alphas for the academic competence scale for males and females 5-12 years old was 0.97 and was 0.97 for males and 0.94 for females ages 13 to 18 years. Coefficient alphas for males and females ages 5-12 years old for the SEL Composite Scale were 0.96 and 0.97 for males and females ages 13 to 18 years. Finally, coefficient alphas for males and females ages 5-12 years on the Core Skills scale were 0.90 and 0.91, respectively and for males and females ages 13-18 years the alpha values were 0.90 and 0.91, respectively.

***Test-Retest estimates.*** For the SSIS SEL Edition Teacher Form, 144 individuals were rated twice by the same teacher. Corrected reliability coefficients were generally in the low .80s. Mean scores between administrations were very similar, with most effect sizes being under .10, indicating very stable ratings across the testing interval.

***Interrater Reliability estimates.*** In the SSIS SEL Edition Teacher Form study, each individual was rated by pairs of raters (e.g., two teachers). Although all teachers had some interaction with the individual being rated, the level of interaction tended to be different. For example, among elementary school students, one rater may be the individual's teacher for most of the day and the other rater may be the individual's teacher for one class period (e.g., a reading specialist or music teacher). In some cases, a paraprofessional or other school staff who had regular opportunities to observe the student several times a week in a classroom or other organized group setting (e.g., an afterschool program, special pull-out program, etc.) supplied the second rating. For the Teacher Form, 54 students were rated by two teachers. The sample included students from each of the demographic categories of gender, race/ethnicity, parent's education, and geographic region. The mean interval between ratings was 63 days. Corrected reliability coefficients ranged from the upper .30s to the .60s with a median reliability coefficient of .53. Mean score differences between administrations were generally small, with most effect sizes being around .20, indicating relatively consistent views of behavioral performance across raters. Ratings provided by the second rater were slightly lower than the ratings provided by the first rater.

For more details about the use of multiple rating forms, see the following publication:

Gresham, F.M., Elliott, S.N., Byrd, S., Wilson, E., & Cassidy, K. (2018). Cross-informant agreement of children's social emotional skills: An investigation of ratings by teachers, parents, and students from a nationally representative sample. *Psychology in the Schools*, 55 (2), 208-223. doi: 10.1002/pits.22101

## **Evidence Based on the Internal Structure of the SSIS SEL Teacher Rating Form**

A confirmatory factor analyses (CFAs) was conducted using the AMOS version 22.0 subroutine in SPSS to exclusively determine how well the teacher SSIS RFs fit the CASEL five-factor theoretical model (i.e., *self-awareness, self-management, social awareness, relationship skills, and responsible decision making*) plus a sixth factor of *academic functioning*. As per CFA procedures, the entire factor structure was specified by indicating which items loaded and did not load on the CASEL factors and the degree to which the factors inter-correlated. To assess model fit of the six factor Teacher Rating Form, we examined two fit statistics (RSMEA and comparative fits indices or CFIs). The six factor teacher model showed good fit. Specifically, a RSMEA statistical value of .08 (with a 90% confidence interval = .079-0.82) and the CFI value was .75. All items from the Teacher rating form were retained to ensure adequate construct representation and to better link these items to interventions for the specific skills assessed.

The detailed results of this analysis are documented in detail in:

Gresham, F.M., Elliott, S.N., Metallo, S., Byrd, S., Erickson, M., & Altman, R.A. (2018). Psychometric fundamentals of the Social Skills Improvement System Social Learning Edition Rating Forms. *Assessment for Effective Intervention*. doi: 10.1177/1534508418808598.

## **Evidence Based on Relations of the SSIS SEL Teacher Rating Form to Other Measures of Social Behavior**

The SSIS SEL edition Rating Form-Teacher has been examined in relation to other measures of children's social behavior including the original SSIS, the BASC-2, and Vineland-II. The table below provides the correlations between the social skills from the previous version of the SSIS and the new domains from the CASEL driven aligned version of the SSIS. This analysis also includes an examination of the relationship between the composite scales from the previous version and the scales in the SSIS SEL Edition. This analysis is based on 950 teachers' ratings. It indicates that sufficiently strong concurrent validity exists between the previous version and the new SSIS SEL edition. Especial in the relationship between the social skills composites which showed near perfect alignment with a correlation of 0.98. It is interesting to note that the Core Skills composite score from the SSIS SEL Edition has very strong concurrent correlation with the overall social skills score from the previous version as well at 0.92. This result supports the utility of using the SSIS SEL Teacher Form generally, and the Core Composite specifically in the process of evaluating the impact the SSIS SEL Classwide Intervention program has on student's social skill development. Similar Results were found for the Parent and Student forms.

*Correlations Between SSIS-RS and SSIS SEL for Teacher Form*

SSIS-RS	SSIS SEL							
	Self-Awareness	Self-Management	Social Awareness	Relationship Skills	Responsible Decision Making	Academic Competence	SEL Composite Scale	Core Skills
Social Skills Scales	0.57	0.93	0.86	0.92	0.92	0.51	0.98	0.92
Communication	0.50	0.83	0.73	0.88	0.81	0.47	0.88	0.85
Cooperation	0.39	0.86	0.58	0.66	0.78	0.57	0.77	0.92
Assertion	0.51	0.47	0.60	0.63	0.65	0.32	0.67	0.44
Responsibility	0.41	0.86	0.69	0.74	0.92	0.50	0.85	0.90
Empathy	0.39	0.73	0.99	0.75	0.71	0.29	0.83	0.75
Engagement	0.61	0.62	0.67	0.93	0.67	0.43	0.82	0.65
Self-Control	0.45	0.93	0.68	0.70	0.73	0.34	0.82	0.80
Problem Behaviors Scales	-0.69	-0.67	-0.42	-0.52	-0.57	-0.41	-0.67	-0.66
Externalizing	-0.45	-0.68	-0.42	-0.44	-0.54	-0.34	-0.6	-0.67
Bullying	-0.37	-0.53	-0.38	-0.37	-0.41	-0.21	-0.48	-0.52
Hyperactivity/Impulsivity	-0.50	-0.69	-0.39	-0.46	-0.58	-0.45	-0.61	-0.69
Internalizing	-0.93	-0.36	-0.24	-0.44	-0.32	-0.29	-0.54	-0.34
Autism Spectrum	-0.70	-0.77	-0.68	-0.85	-0.75	-0.48	-0.88	-0.79

*Note:* All scores reported in *r*.

SSIS SEL Teacher Form									BASC-2 TRS	
BASC-2 TRS	Self-Awareness	Self-Management	Social Awareness	Relationship Skills	Responsible Decision Making	Academic Competence	SEL Composite scale	Core Skills	Mean	SD
<b>Composite</b>										
Externalizing Problems	-.45	-.67	-.39	-.42	-.53	-.44	-.55	-.66	49.1	9.5
Internalizing Problems	-.56	-.46	-.21	-.40	-.40	-.44	-.46	-.42	50.4	10.9
School Problems	-.64	-.74	-.40	-.59	-.68	-.74	-.68	-.78	49.7	10.5
Adaptive Skills	.68	.81	.68	.78	.72	.68	.82	.80	54.0	10.3
Behavioral Symptoms Index	-.69	-.73	-.47	-.61	-.62	-.60	-.70	-.72	49.7	10.5
<b>Scale</b>										
Hyperactivity	-.42	-.63	-.28	-.40	-.49	-.42	-.50	-.64	49.9	9.7
Aggression	-.40	-.60	-.44	-.38	-.45	-.40	-.50	-.57	49.1	9.0
Conduct Problems	-.42	-.53	-.33	-.36	-.53	-.40	-.48	-.59	48.0	9.9
Anxiety	-.57	-.31	-.19	-.36	-.27	-.33	-.38	-.31	50.4	8.9
Depression	-.59	-.56	-.31	-.44	-.47	-.55	-.53	-.49	50.8	10.7
Somatization	-.27	-.27	-.05	-.24	-.26	-.25	-.24	-.26	50.0	11.8
Attention Problems	-.46	-.75	-.41	-.52	-.66	-.60	-.62	-.78	49.2	10.1
Learning Problems	-.64	-.62	-.31	-.52	-.59	-.77	-.59	-.63	50.5	10.5
Atypicality	-.60	-.48	-.32	-.47	-.41	-.52	-.51	-.49	49.3	9.5
Withdrawal	-.74	-.53	-.55	-.70	-.51	-.49	-.68	-.57	50.1	12.5
Adaptability	.53	.71	.60	.64	.57	.50	.67	.65	54.0	9.8
Social Skills	.60	.69	.69	.75	.64	.43	.74	.67	54.0	10.2
Leadership	.72	.80	.60	.78	.76	.72	.81	.79	54.8	11.3
Study Skills	.59	.77	.52	.66	.76	.73	.73	.82	53.8	10.0
Functional Communication	.59	.72	.60	.70	.66	.69	.72	.72	52.3	9.3
<b>SSIS SEL Teacher Form</b>										
Mean	100.2	102.9	103.6	100.9	102.5	97.9	102.4	101.0		
SD	18.0	15.6	14.4	16.7	16.2	14.3	16.8	16.2		